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AUTHOR Irizarry, Ruddie A.; And Others
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ABSTRACT

The Effective Transition of the Bilingual and Bicultural Student program was funded to offer academic subjects bilingually in grades 9-12, to train staff to carry out program goals, and to provide supportive services to program students. The program offered instruction in English as a Second Language, native language arts, social studies, science, and mathematics. Curriculum and materials development and parental involvement formed additional program components. The program was evaluated using student achievement data from criterion referenced tests and evaluator observations. Achievement data indicate (1) English as a Second Language students mastered an average of 43% of the objectives attempted, (2) 83-100% passed examinations in native language arts, (3) 70-100% passed examinations in mathematics, (4) 86-100% passed examinations in science, and (5) 70-100% passed examinations in social studies. Fifty-four to one hundred percent of the students involved in the program exceeded attendance criteria. The curriculum development and supportive services components were found to be strong and effective. The parental involvement program was found to be in need of expansion. (MK)

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Final Evaluation Report

Effective Transition of the Bilingual and Bicultural Student

Thomas Jefferson High School

1978-1979

Project 5004-97637

ESEA Title VII

NEW YORK CITY BOARD OF EDUCATION

OFFICE OF EDUCATIONAL EVALUATION

DR. ALAN S. BLUMNER

DIRECTOR (ACTING)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Final Evaluation Report

Effective Transition of The Bilingual and Bicultural Student

THOMAS JEFFERSON HIGH SCHOOL

1978-1979

Principal:

Mr. Mark Weyne

Coordinator:

Mr. Norman S Pearlman

Prepared By

Ruddie A. Irizarry
Evaluation and Planning Manager
Office of Educational Evaluation

Judith A. Torres
Evaluation and Planning Specialist
Office of Educational Evaluation

Assisted By

Frank Jose Guerrero, Consultant

Jacob Abramson, Research Associate

Dennis Joyce, Consultant

Yitzchak Sabban, Consultant

Board of Education of the City of New York
Office of Educational Evaluation
Alan S. Blumner, Ph.D.
Director (Acting)

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THOMAS JEFFERSON HIGH SCHOOL

Effective Transition of The Bilingual Bicultural Student

Location: 400 Pennsylvania Ave., Brooklyn, N.Y.

Year of Operation: 1978-79, first year of funding

Target Language: Spanish

Number of Participants: 300 Students

Principal: Mark Weyne

Coordinator: Norman Pearlman

Program Description

Thomas Jefferson High School is located within the boundaries of District 19 in Brooklyn. In this district the number of Spanish-dominant students between the ages of 3 and 18 years enrolled in public school is 13,970 (38.4%). In June 1977 the LAB tests were administered in English and Spanish to 3,130 students in this district. Of those tested, 2,505 (80.3%) were found to be language handicapped. Of the students currently enrolled (1978-79) in Thomas Jefferson High School 796 or 23% of the school enrollment are of Limited English Speaking Ability (LESA). Using the distribution of lunch booklets as measure of family income, 100% of all the LESA students come from low-income families.

In May 1979 the program was serving 256 students. Enrollment had dropped from 350 since September, due mainly to transfers and discharges. Based on historical data one can expect an additional new enrollment of approximately 100 students. Fifty percent of the students serviced in this program come from junior high

schools where there have not been bilingual programs. Of the students served, 150 (50%) are new arrivals to the mainland. The students come primarily from Puerto Rico, the Dominican Republic, Ecuador and Panama.

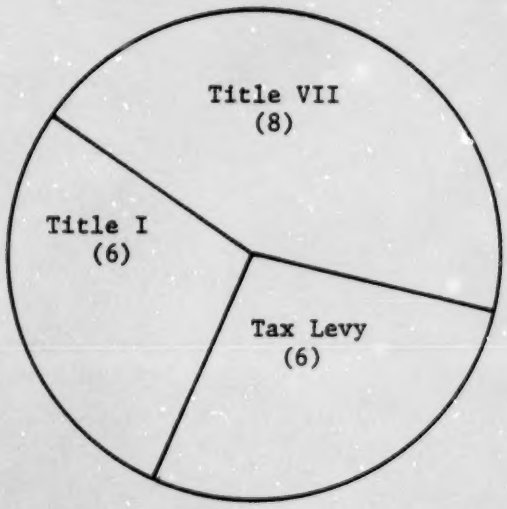
This program was funded to offer academic subjects bilingually in grades 9-12, in order to effectively help the student to earn his diploma while at the same time effect a transition to the mainstream. The program will also train the staff to help carry out the above goals and will disseminate information on the program to parents. Participants will also be provided with supportive services. The program has an ESL component provided for with Title I funds and is composed of three curricular levels.

Funding Sources

The following tables indicate the funding sources for various components of the bilingual instructional program. All the personnel appearing in these tables serve the bilingual students directly.

CHART I

Personnel Serving Bilingual Students by Funding Source, 1978-1979.



There are 20 members in the instructional staff serving bilingual students. The 8 Title VII positions include the project director, the guidance counselor, the resource teacher, the secretary and four paraprofessionals. The Title I positions provide for three teachers and three paraprofessionals. The tax levy positions fund teachers in the bilingual and ESL component of the program.

TABLE I

Instructional Component Personnel by Funding Source

Instructional Component	Funding Source	Number of Personnel	
		Teachers	Paras
ESL	Title I	2	2
	Tax Levy	1	
	Title VII		1
Native Language	Title I	1	1
Mathematics	Tax Levy	1	
	Title VII		1
Social Studies	Tax Levy	1	
	Title VII		1
Science	Tax Levy	1	
	Title VII		1

TABLE II

Non-Instructional Personnel by Funding Source

Component	Funding Source	Personnel Providing Services
Curriculum Development	Title VII	1 Teacher
Counseling	Title VII	1 Guidance Counselor
Staff Development	Title I	1 Teacher trainer
	Title VII	1 outside consultant
Parental Involvement	Title VII	1 Project Director
		1 Guidance Counselor
		1 Paraprofessional
Administration/ Supervision	Title VII	1 Project Director 1 Teacher (Coordinator of Modern Languages)

Instructional Component

All students participating in the bilingual program were screened via the Language Assessment Battery exams. Those who achieved below the 21st percentile were further evaluated through interviews with the Project Director. Furthermore, level of competency in English, Mathematics, and Spanish were determined by the CREST test, Shaw-Hievile Math Computation test and Prueba de Lectura, respectively.

All entering students were interviewed by the bilingual guidance counselor and/or the Project Director. Their school records were carefully reviewed. Students' programs were prepared based on the individual linguistic and academic requirements of the individual students. Programs were consistent with requirements needed for graduation.

A typical student program follows:

Period	Subject
1	ESL
2	ESL
3	Mathematics in Spanish
4	Lunch
5	Health Education
6	Social Studies in Spanish
7	Science in Spanish
8	Spanish, Speech, Art, Music or an elective (to be taught in Spanish)

The students in the program participated in classes in the bilingual program and the mainstream program. The program of bilingual instruction included the the following: English as a Second Language, Native Language Arts, Social Studies in Spanish. Mathematics in Spanish and Science in Spanish. Three levels of ESL were offered, so as to provide proper placement for each student. The three levels were beginning, intermediate and advanced. The Native Language Arts program instructed the students in the basics of Spanish. A substantial number of the Spanish-dominant students in the program were unable to read beyond a grade level of 4.0, in Spanish or in English. The bilingual program aimed to develop the students' reading and writing skills in Spanish as well as in English.

In the area of Social Studies, since the majority of the Spanish-dominant students are Puerto Rican, concentration is placed on Puerto Rican history and culture, as well as inclusion of Latin American studies. In addition, provisions have been made to offer world civilization, world geography, United States history, and economics in Spanish.

The following two tables present the bilingual program classes in which students were registered. All classes, except ESL, met for 5 periods a week. ESL classes met up to 8 or 9 periods a week, depending upon individual needs. All classes were conducted in Spanish for 100% of the time, except ESL which was entirely conducted in English. All classes used the guides for the New York City curriculum plus teacher made materials. Materials in two languages were used as much as possible, especially for the U.S. born students who can not do the work in Spanish alone. All materials used were considered appropriate. The criteria for grouping in all classes were grade level, language ability, and whether the course was a requirement for graduation. The ESL level for each student was determined by the pre-test score on the CREST and an interview with the ESL teacher.

TABLE III

Breakdown of Students in Bilingual Program Classes

Subject	# of Students Registered	Staffing Teachers	Para
Math (Remedial/ Business)	75	1	1
Math (Algebra)	75		
World History	180	.8	1
American History	30	.4	
Science (BIO)	60		
Science (GENERAL)	60	.8	1
Spanish (NLA)	300	1.4	1
Spanish (Regular tax levy)		.4	
ESL	300	3.8	2
Resource Room*	40		

* Tutorial individualized help, given 3 periods a day /15 periods a week.

TABLE IV

Breakdown of Bilingual Program Students in Mainstream Classes

Subject	# of Registered Students	Criteria for Selection
Reading	70	Reading Level/Report Cards
Gym	300	Required
Minors (Music/Art)	300	Required
Secretarial Studies	25	Requirement/Proficiency in English

The students exit the program for the following reasons:

1. Parental option -- Sixty students exited the program for this reason
2. LAB test scores
3. Fulfillment of all requirements for graduation (promotional)
4. Interviews (Project Director, Guidance Counselor)

During the first year after they leave the program, the students who exited are followed to see whether they are "learning the ropes". A more comprehensive student follow-up will be developed for next year based on the experience of the project's first year.

Staff Development:

Teachers and paraprofessionals providing services to the bilingual program students participated in staff development activities both at universities and through in-service courses.

(1) Institutions of Higher Education: For members of the bilingual staff to maintain and improve their teaching skills, tuition fees were alloted. Program personnel had the opportunity to take up to 12 credits per year at local accredited colleges and universities offering diplomas in bilingual/bicultural education. Thomas Jefferson personnel attended

New York University (NYU), Queens College (QC), St. John's University (SJU), City College (CC), and Brooklyn College (BB).

The following table presents the university training received by the staff of the Effective Transition Program during the 1978-1979 school year.

TABLE V

Higher Education Courses for Staff Development

Position	Number of Credits	Institution	Course
Educational Assistant	3	NYU	- Advanced Spanish
Teacher	12	NYU	-Language and Culture of Hispanic Groups in U.S. -Curriculum Adaptations to Bilingual Education. -Bilingual Education and the Minority Children.
Teacher	6	QC	-Reading Improvement -Methods of TESOL
Teacher	6	SJU	-TESOL -Educat./Psyc. Research
Teacher	6	NYU	-Structure Amer. Eng. -Curriculum Adaptations to Bilingual Education
Teacher	12	NYU	-Explicacion de Textos -Civilizacion Hispanica -Fonetica Y Diccion -Linguistica Aplicada
Teacher	6	NYU	-Psych. Basis of Behavior -Med./Psych Rehabilitation
Teacher	12	NYU	-Explicacion de Textos -Civilizacion Hispanica -Fonetica Y Diccion -Linguistica Aplicada

TABLE V (continued)

Position	# of Credits	Institution	Course
Teacher	6	CC	1. Adv. Educ. Psych. 2. Learning Disabilities
Teacher	6	BC	1. Analysis of Teacher-Learner Behavior 2. Adv. Method in Subject Areas
Teacher	3	BC	1. Intro. to Crime and Delinquency
Teacher	6	BC	1. Childhood/Adolesc. in the Urban Community 2. Intro. to Crime and Delinquency
Teacher	3	NYU	1. Tests in FL Instruction
Teacher	6	NYU	1. Bil. Ed. Theory and Practice. 2. Vernac. Lang of P.R. and Hisp. Dialects

(2) In-Service Training: The Following activities were offered during the year.

1. A bilingual workshop was conducted by the Project Director and a Title I Teacher Trainer from the Board of Education. Topics: orientation, CREST Test, and the ESL component.

   Date: 10/4/78

   Participants: 6 teachers and 4 paraprofessionals.

2. A second bilingual workshop was offered by the Project Director and the Title I Teacher Trainer with teacher participation to continue with first workshop topics.

   Date: 11/29/79

   Participants: Guidance Counselor 9 Teachers and 1 Paraprofessional

3. A teacher workshop was held to discuss the CREST Test, textbooks, materials, resource room and tuition for college courses.

   Date: 1/0/79

   Participants: 6 teachers and 3 paraprofessionals

4. Workshop with outside evaluation consultant firm to conduct bilingual program needs assessment.

   Date: 5/15/79

   Participants: 8 Teachers and 3 Paraprofessionals

5. Monthly meetings with the bilingual staff to inform teachers about progress of bilingual program, promotional requirements, materials available and obligations.
6. There was a weekly course for the 5 new teachers to help them during the first year.
7. Due to delays in approval for consultants from the Board of Education only one outside consultant was permitted to conduct an in-service workshop. This decreased the number of planned workshops in the 1978-1979 school year.

Curriculum and Materials

Besides researching the commercially developed bilingual textbooks and materials, the bilingual staff adapted the state curricula, and developed bilingual curricula for Science, Social Studies and Mathematics. These curricula are presently being used in the classroom. The teachers have also been using the following materials: texts, maps, reading kits, workbooks, cassette recordings and magazines. The Project Director will be in contact with other projects to explore the feasibility of using materials developed by them.

ESL outlines and materials will be developed next year by the Project Director. It is also expected that textbooks will be uniformly used across grades. There is a heavy reliance on teacher-made materials to compensate for differences within classes. The usage of expensive equipment has been limited because of the problem of theft in the school.

Parental and Community Involvement

The following activities are indicators of the nature and extent of parent/community involvement/services of the program:

1. Parent Advisory Committee: A seven to ten member advisory committee functioned throughout the year. The committee was composed of parents and teachers who were invited to participate through phone calls and letters. Monthly meetings were planned; however, some had to be cancelled because of poor attendance. It is felt that a family worker would have contributed to greater participation at the meetings. The major purposes of the committee were to disseminate information about the program, to solicit parental input into program functioning, and to explain to the community the functions of school officials.
2. School functions: Parents were invited to attend a number of school functions. Among these were (a) open school week; (b) Puerto Rican Discovery Day -- a school-wide program for parents and students; (c) an end-of-term function which included presentation of awards, some of which were made to program students.

In addition to communicating with parents through the above-mentioned activities, the program sought to disseminate information about its activities through contact during initial registration of students, newsletters, and communications with the Guidance Counselor and Project Director. However, it is felt that home visits would have been valuable in better reaching the parents.

The Project Director has identified the following factors as adversely affecting parental involvement:

1. Lack of a family worker who would make home visits and solicit parental involvement.
2. Parents not taking advantage of baby-sitting services when they were provided by the program.
3. Difficulty in reaching parents (through phone or mail) to inform them of program activities.
4. Scheduling conflicts.
5. Fear by parents of traveling the area after dark.
6. High mobility of the population served by the school.

Supportive Services

A number of services, besides those previously identified in this report, were provided to program students. The following were among the most important:

1. Career Counseling: The bilingual guidance counselor provided career information to all students who requested it. Five students went for voluntary shared instruction at other centers. Two students who volunteered for a career education program left the bilingual program during the year.
2. Individual Guidance: The bilingual guidance counselor met with all the students in the project to plan and review their programs. In addition, students with personal problems met individually with the guidance counselor as the problems arose. At least 50 students received this service. Students were called for counseling when family problems were identified or attendance decreased. However, some students failed to respond to the call for counseling.

3. Extracurricular Activities: Program students participated in a number of extracurricular activities. Among these were: shows put on by the school, school newsletter and yearbook staffs, Puerto Rican Discovery Day, and out-of-school excursions, such as the Stock Exchange, Statue of Liberty and the Planetarium.

Findings

The following section reports the results of the testing administered to established the effects of program on student performance. Students were tested in the following areas:

Reading in English	Criterion Referenced English Syntax Test (CREST)
Mathematics	Teacher-made Criterion Referenced Tests
Science	Teacher-made Criterion Referenced Tests
Social Studies	Teacher-made Criterion Referenced Tests
Native Language Arts	Teacher-made Criterion Referenced Tests

In addition, information is provided on the attendance rate of students participating in the bilingual program compared with that of the mainstream population.

The results of the CREST are reported in terms of the number of students at each CREST - level, average number of objectives attempted and mastered and the number of objectives mastered per month.

The results of the criterion referenced tests in Mathematics, Science, Social Studies and Native Language Arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants.

TABLE VI

English as a Second Language
for Spanish Language Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	48	16.3	6.3	38%	8.5	.7
10	39	12.7	5.7	45%	9.7	.6
11	18	12.7	5.3	42%	9.7	.5
12	4	11.2	11.2	100%	10.0	1.1
Totals	109	14.2	6.1	43%	9.2	.7

Table VI presents the results of the Criterion Referenced English Syntax Test (CREST). Overall, the students in the program attempted an average of 14.2 objectives per student, and mastered an average of 6.1. This represents an average of 43% of objectives mastered out of those attempted. For the group as a whole, the students achieved an average of .7 objectives per month of treatment. The number of objectives mastered ranged from a low of 5.3 at the eleventh grade to a high of 11.2 at the twelfth. (Caution should be exercised in interpreting the twelfth grade achievement due to the small number of students reported and the disparity between their performance and that of the other grades.) The number of objectives mastered per month ranged from a low of .5 at the eleventh grade to a high of 1.1 at the twelfth.

TABLE VII

English as a Second Language

for Spanish Language Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	48	552	176	32%	175	90	57%	56	34	61%
10	39	76	13	17%	315	145	47%	105	60	57%
11	18	75	21	28%	68	33	49%	86	42	49%
12	4	11	11	100%	6	6	100%	28	28	100%
Totals	109	714	221	31%	564	278	49%	275	164	60%

Table VII, breaking down the CREST results by test level, shows that while the 9th graders are mostly working on Level I reading skills, the upper graders are mainly attempting to master the higher level (Level II and III) skills. Even if we leave aside the anomalous 12th grade, there is a much better percentage of mastery (% Mastered) of the higher level skills than of the Level I skills.

Native Language Arts

TABLE VIII

Comparison of Midterm Native Language Arts Examination Passed Fall 1978 and Spring 1979 by students regardless of year of entry and Full or Partial Instructional Treatment.

	FALL 1978			SPRING 1979		
Grade	No. Taking Subject	No. Passing	% Passing	No. Taking Subject	No. Passing	% Passing
9	46	45	98%	41	34	83%
10	46	45	98%	32	30	94%
11	15	15	100%	13	12	92%
12	10	9	90%	5	5	100%

According to table VII, the percentage of students passing Native Language Arts during the Fall ranged from a low of 90% in the twelfth grade to a perfect class mastery (100%) in the eleventh grade. In the Spring, the percentage of students passing ranged from a low of 83% in the ninth grade to a high of perfect class mastery (100%) in the twelfth grade.

Mathematics

TABLE IX

Comparison of Midterm Mathematics Examinations Passed Fall 1978 and Spring 1979 by students regardless of year of entry and Full or Partial Instructional Treatment.

	FALL 1978			SPRING 1979		
Grade	No. Taking Subject	No. Passing	% Passing	No. Taking Subject	No. Passing	% Passing
9	35	23	66%	18	16	89%
10	33	22	67%	20	17	85%
11	8	7	88%	10	7	70%
12	1	1	100%	1	1	100%

According to Table IX, the number of students passing Mathematics in the Fall ranged from a low of 66% and 67% , or two thirds of the students in the ninth and tenth grades to a high of 88% in the eleventh grade. One twelfth grade student took and passed this subject both in the spring and in the fall. For this reason this grade has not been included in the interpretation. During the Spring, the number of students passing Mathematics, ranged from a low of 70% in the eleventh grade to a high of 89% in the ninth grade.

Science

TABLE X

Comparison of Midterm Science Examinations Passed Fall 1978 and Spring 1979 by Students regardless of year of entry and Full or Partial Instructional Treatment.

	FALL 1978			SPRING 1979		
Grade	No. Taking Subject	No. Passing	% Passing	No. Taking Subject	No. Passing	% Passing
9	15	12	80%	28	24	86%
10	13	13	100%	23	20	87%
11	5	4	80%	8	8	100%
12	4	4	100%	5	5	100%

According to Table X, the number of students passing Science midterm examinations in the Fall ranged from a low of 80% in the ninth and eleventh grades to a high of perfect class mastery (100%) in the tenth and twelfth grades. During the Spring, the number of students passing ranged from a low of 86% in the ninth grade to a high of perfect class mastery in the eleventh and twelfth grades.

Social Studies

TABLE XI

Comparison of Midterm Social Studies Examinations Passed Fall 1978 and Spring 1979 by students regardless of year of entry and Full or Partial Instructional Treatment

	FALL 1978			SPRING 1979		
Grade	No. Taking Subject	No. Passing	% Passing	No. Taking Subject	No. Passing	% Passing
9	45	17	38%	27	19	70%
10	49	26	53%	18	18	100%
11	18	11	61%	9	7	78%
12	9	4	44%	5	5	100%

According to Table XI, the number of students passing Social Studies midterm examinations in the Fall ranged from a low of 38% in the ninth grade to a high of 61% in the eleventh grade. During the Spring the number of students passing Social Studies ranged from a low of 70% in the ninth grade to a high of perfect class mastery (100%) in the tenth and twelfth grades. The increase in percentage of passing students from the Fall to the Spring ranged from a low of 17% in the eleventh grade to a high of 56% in the twelfth grade.

Attendance

TABLE XII

Attendance per grade with number and percentage of students in Bilingual Program with average attendance greater than the average school attendance

Grade	No. of Students	Average Attendance	Standard Deviation	No. Students Exceeding Criterion	% Students Exceeding Criterion
9	112	63.7	27.4	61	54%
10	79	76.8	23.6	63	80%
11	26	85.9	14.0	25	96%
12	10	89.1	10.3	10	100%

The average attendance per grade ranged from a low of 64% in the ninth grade to a high of 89% in the twelfth grade. The percentage of students exceeding the school wide average attendance ranged from a low of 54% in the ninth grade to a high of perfect class mastery (100%) in the twelfth grade.

Conclusions and Recommendations

Procedural

1. The bilingual program at Thomas Jefferson High School was at its first year of funding during 1978-1979. It is unrealistic to expect the program to be operating fully as proposed in such a short time. Nonetheless, the bilingual staff at Thomas Jefferson High School did a commendable job at implementing the program during the first year. Generally, the program was implemented as proposed. Each of the components of the program will be discussed separately.

2. The area of parental involvement is one of the most important in any bilingual program. Unfortunately, the bilingual program at Thomas Jefferson High School did not have a family worker last year. Many of the activities mentioned previously in this report in the parental involvement component were of a remedial nature. In order to strengthen this component, it is recommended that the program explores the possibility of hiring a new person for the family worker position.

3. In the area of curriculum development great strides were made. During the 1978-1979 school year, the emphasis was in adopting the state curricula and in developing bilingual curricula for Science, Mathematics and Social Studies. Still, continued and increased efforts in this area should be considered. It is recommended that a needs assessment in the area of curriculum development be conducted to identify specific areas to be developed.

4. The area of supportive services in the Thomas Jefferson High School bilingual program was very strong. This may be due to the good interpersonal relation between the project director and the guidance counselor. Among the services provided were career education, individual and group guidance, etc. It is recommended that the bilingual guidance counselor keep records of all the services he provides as to better document this component of the program.

Performance

Students in the bilingual program were assessed using criterion

referenced tests in the areas of English, Mathematics, Science, Social Studies and Native Language Arts. Unfortunately, the Prueba de Lectura, a standardized test for Reading in Spanish, was not purchased on time for the fiscal funds were delayed. For the next year it is expected that the evaluation activities and approaches will be modified to reflect the complexity and effect of the program.

A testing program which maintains the complexity of the curricular program effect on student learning is to be derived. While the testing outcomes were positive, caution must be exercised in their interpretation. (See section on "Findings")

In conclusion, it is the opinion of the evaluators that the program was successfully implemented, demonstrated positive effects on the student, has the potential of becoming an outstanding program and should be fiscally supported and expanded.